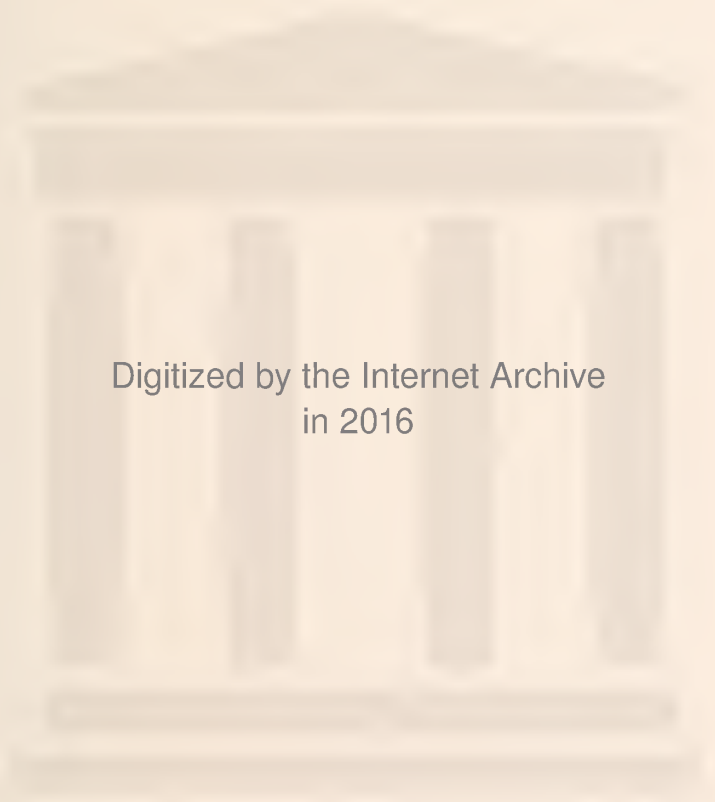


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**The Story**  
of the  
**Henry and Dorothy Castle**  
**Memorial** *f. only*





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MOTHER CASTLE.

# Introduction

It was a great privilege to be very close to my Mother in the later years of her life, especially at that eventful time when news came of the loss of the S. S. Elbe, in January, 1895, on which Henry had embarked with his little daughter Dorothy for New York en route to Honolulu.

In course of time, our Mother began to talk with her children about her desire to establish a memorial for Henry and Dorothy; Henry being fundamentally interested in the field of education, as was our Father in his day, it was quite natural that Mother should consider the establishing of a Kindergarten which would combine a fitting expression for the child Dorothy, and represent the mature interests of Henry. It was consistent with her character that Mother Castle wished the Memorial to be the embodiment of the best and most enlightened ideas in education, therefore again it was quite natural that she should turn to Dr. John Dewey, a family friend whose experiment in education was drawing the attention of the educational world toward Chicago.

Mrs. Castle's interest and great joy in the Kindergarten continued throughout her life, even when she reached the period when all it could mean to her was happiness in hearing about happy children. After her passing in 1907, it was again a great privilege to be closely associated with Miss Ermine Cross, director of our Kindergarten for twenty years, and watch the gradual growth from those first early days to the present large work; and in consideration of its inception and organization, it was a rare satisfaction that after twenty years, Dr. Dewey and his wife could visit the Kindergarten en route to Japan and China. Probably a deeper satisfaction came, because it represented recognition of having reached a certain goal, when Mrs. Dewey, writing from China, said in a letter introducing one of the educators of that country, "I should like very much to have him see the wonderful Kindergarten on your old place in Honolulu. That in particular, for I think that one of the small bits of Paradise which has taken root in a barren world. Doubtless he will have other things in mind to see for himself

but I shall urge him to go there." Such words of appreciation bring inspiration to press forward to even higher goals and I feel the most perfect tribute to our Mother will be the long procession of youthful lives made richer and wiser through opportunities given them in the memorial she established for Henry and Dorothy.

HARRIET CASTLE COLEMAN.



HENRY AND DOROTHY.

# History

Nearly thirty years ago there was started in Chicago by Dr. John Dewey, in connection with the then new and growing University, a small Pedagogical School whose avowed purpose was the "necessity of working out something to serve as a model." At that time the oldest University Chair of Pedagogy in America was only about twenty-five years old and there were in the entire country only one or two Universities that had tried to make any connection between the theory and practice of education.

In speaking of the Chicago experiment, Dr. Dewey said, "We want an even more intimate union here so that the University shall put all its resources at the disposition of the elementary school, contributing to the evolution of valuable subject matter and right method, while the school in turn will be a laboratory in which the student of education sees theories and ideas demonstrated, tested, criticised, enforced and the evolution of new truths. We want the school in its relation to the University to be a working model of a *unified education*."

Three years after the organization of the school, Dr. Dewey said in reviewing the work, "This is the first year that we have children under six and this has been made possible through the liberality of friends in Honolulu, T. H., who are building up there a Memorial Kindergarten along the same lines."\*

In Honolulu at that time the Kindergarten idea had taken firm root, and the family of Mrs. S. N. Castle united wholeheartedly with her in her desire to establish a Kindergarten Memorial for her youngest son Henry and his young daughter Dorothy, who had been lost in the North Sea on the steamer "Elbe," when returning from a visit to Germany. In preparation for this memorial, Dr. Dewey had been asked to incorporate a Kindergarten in his new Pedagogical School, the expense to be met by Mrs. Castle, and to select a teacher who, under his direct and special supervision, should prepare herself to organize The Henry and Dorothy Castle Memorial Free Kindergarten in Honolulu along

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\*School and Society, p. 114, 2nd Edition.





THE KINDERGARTEN IN 1901.

the same lines as the Pedagogical School in Chicago. In Honolulu a suitable and attractive building was erected in King Street on the old Castle Homestead property, where Henry Castle and his numerous brothers and sisters were born, and where Dorothy spent her few brief years of happy babyhood. In the fall of 1900 Miss La Victoire came direct from her year of rich opportunity and experience in Chicago to open the Memorial Kindergarten, which for over twenty years has been a source of happiness, growth and inspiration to thousands of children and scores of student teachers. Miss La Victoire remained one year as director of the Kindergarten and was succeeded by Miss Cora Panabaker who, because of ill health, resigned in June, 1902.

The first printed report of the school, in 1901, says:

"Children of the Hawaiian race predominated, followed by children of the Chinese, Japanese, Portuguese, German-American, Norwegian, Jewish and French in diminishing numbers." The following year the report says:

"Twelve nationalities were represented on our roll. The Hawaiian and part Hawaiian being in the majority, followed closely by the Portuguese and Chinese."

### *Changed Social Conditions*

As the Hawaiians had been in close contact with English speaking peoples for two or three generations, the Kindergarten in those early days had no serious language problem, and children of other races being in the minority, quickly and easily acquired a working knowledge of English which was put to use in the afternoon hours while playing in neighborhood groups, with mixed races.

Since then the entire social situation has changed, and the enrollment according to nationality shows the Japanese greatly in advance of other races. This growing Japanese population has tended to settle in social groups and the children live and play in an atmosphere, when not in Kindergarten, which is almost entirely oriental, thus missing that free mingling of races in street games. There have also come naturally in the community, (to serve the large Japanese population) bankers, tradesmen, interpreters, clerks, etc., and while the fathers in these families speak English in their business transactions, the language of the home is Japanese, and the child from this class, of kindergarten age, spends the greater portion of his

day with his mother, and in many cases, hears no English from the time he leaves the kindergarten gate until his return the following morning, and because of the overwhelming majority of Japanese in our kindergarten, it is possible, unless the teacher is awake to the situation, for children to spend an entire morning in kindergarten with playmates who speak only their own language.

This change then, in the social situation in our particular neighborhoods called for a change in our Memorial Kindergarten if we were to meet the needs of the new group.

### *Function of a Private School.*

In the Survey of Education in Hawaii, Dr. Bunker says in part that the function of the private school is to try out educational experiments without waiting for the tardy sanction of the community at large—that the private school should from time to time select for introduction and thorough trying out, new courses, new methods, and new modes of organization.

As a private school we are responsible only to the Trustees of the Mary Castle Trust and to the parents of our pupils, who have absolute confidence in our desire to further the advancement of their children, so we are in a position to effect the changes the new social situation is demanding, to try out on a small scale, educational problems as they present themselves and determine methods and organization of subject matter suited to the needs of our non-English-speaking children and adapted to our out-of-door climate.

### *Growth and Expansion of the Kindergarten.*

At the very beginning, the kindergarten was equipped with all the necessities for the social activities which the new education called for, and chief of these was a well apportioned kitchen where the children under proper supervision prepared a simple mid-morning luncheon, varying from rice, cereals, mango sauce, vegetables from their own gardens; (such as sweet potatoes, beans and carrots) to plain bread and milk.

Always our kindergarten children have had a rich background of experience in real social processes ranging from domestic activities to the care of the chicken, rabbit and pigeon families; raising in their group gardens, alfalfa, buffalo grass, corn and peanuts to serve as food for the pets. Our children have had intimate acquaintance with typical situations that

develop initiative, responsibility and thought processes and furnish opportunities for motor control and expression through dramatic play—song and graphic representation. Each year various, outstanding events, too numerous to be recalled in detail, have lent color or emphasis to our activities:

In 1907 it was the arrival of a life size rag doll—christened Della Bishop—made and presented by Mrs. Della Bishop Shaw—

Dolls may come and dolls may go,  
But Della Bishop reigns on forever.

Another year the purchase of a miniature Greek Temple from a Pan-Pacific float gave us a very magnificent Grand Stand, from which to view impromptu parades, when every scrap of dress-up material from the finery-box is brought into commission:

The introduction in 1916 of the Patty Hill blocks to supplement our original supply of large floor blocks furnished probably the greatest stimulus for creative imagination:

The year 1920 was marked by steady development in musical appreciation, through full time daily association with Mrs. Elsa Cross, and the little book of Child Songs from Hawaii, which will appear in June of this year, is a record of our effort to present melodiously and in simple language a child's expression of joy in the events of his day.

In September, 1922, we added weights, measurements and diet to our already very full program and over one hundred children have been weighed once every month, records have been carefully kept on charts procured from the Child Health Bureau, Washington, D. C., and at the end of each term every child has carried home a statement of his exact height and weight—and what he should weigh for his height, with notes of suggestion to the parents for increased rest or calories of food, and a printed list of rules for the game of Good Health.

Year by year the buildings and grounds have been extended and from a small kindergarten accommodating forty children, we have grown into a school with a daily attendance of one hundred and twenty children which we consider the capacity limit for the size of our plant.



DELLA BISHOP WATCHING THE LEI MAKERS ON THE  
KINDERGARTEN PLAYGROUND.  
(Taken in 1921)





CLEANING THE DOLL HOUSE—TAKEN IN 1902.

This picture was taken in the fall of 1902. Since then the national costumes have been given up, and all school children wear American clothes—not so picturesque, but better Americanization.

### *Consciousness of Problem.*

During all this expansion we have had a definite consciousness of a real problem growing out of many factors. *First*, the same economic condition which brought an avalanche of children of one race into our kindergarten was equally active in all our public schools. *Second*, as the public schools maintain no kindergartens, the great majority of their first grade applicants had almost no knowledge of English and no background of kindergarten experience to aid them in making new social adjustments. *Third*, the children attending our Memorial Kindergarten came from widely separated neighborhoods so when we sent six year old children out from the kindergarten they were enrolled in eight different public schools and two private schools. Those going to the eight public schools were so few in comparison with the hordes of non-kindergarten applicants that it was next to impossible for the primary teacher with her time allotment schedule to build on the kindergarten child's previous training, which had been carefully and expensively given in our Memorial. Our problem then was to conserve the energy, time and money that had been put into the education of the Kindergarten child and make continuous and natural his educative growth.—The establishing in September, 1922, a first grade primary for our Kindergarten graduates was our response to what seemed the compelling next step, if the memorial was to serve the community to the fullness of its knowledge, and maintain its highest function as a Private School.

### *Extension Not Experimental.*

That early Pedagogical School in Chicago was called Experimental and Dr. Dewey said of it, "The purpose of performing an experiment is that other people need not experiment so much, may have something definite and positive to go by"—and we took for our psychological background the definite and positive findings, which were made twenty-five years ago, and which have been proved subsequently in scores of educational laboratories, as guides in organization methods and subject matter.

Our venture into primary work was not experimental in the sense that we expected to discover fundamental facts of growth or demonstrate untried methods; but experimental with non-English-speaking children, making continuous and unified

the educative process already begun; also we hoped to study modern methods in their relation to different racial behavior, as a possible contribution to educational thought.

### *A Racial Characteristic.*

The changing and emerging interests of a child upon entering first grade called for greater individualization—and it was just here we came more aware of two facts—1st, the child's knowledge of English was supposed to be greater than his performance proved. The kindergarten child is quick to understand and because his responses to stimuli are prompt and intelligent, we are deceived into thinking he knows English when he knows only the first part, the "listening" and "comprehending." The second part—saying the thing—has received too little attention in the kindergarten and early in the school year we began very definitely, with our youngest children, to work for closer correlation between what the child understands and what he can *say* in English. In our effort to provide the talking motive, tested by games and exercises, we came upon the second fact, namely a racial characteristic of the Japanese which can be summed up in the terms, timidity, shyness, delicacy, reserve. A characteristic which has back of it centuries of training—and of religious belief and practice.

In our endeavor to have the child *say* the English, speak the thing, we were continually testing ourselves and our methods, and searching for answers to the oft recurring questions, how shall we overcome timidity and still preserve the delicacy; how eliminate shyness and not destroy reserve; how encourage the child's newly acquired privilege to be spontaneous and also teach him to avoid rudeness and other like pitfalls?

These are questions that deal with an innate quality and we cannot overlook them without risk of losing a valuable adjunct in life and education. They deal with a characteristic that Western civilization needs and the manner in which they are met in our public schools may be a large determining factor in preserving in our American child of alien parentage, the best contribution he can make to our democratic civilization.

In the work of the past year we have only scratched the surface of our problem; but our findings point to more socialized activities, freer groupings, and a complete separation from the traditional primary curriculum if we are to meet the needs of our local situation and clarify the haziness that exists



in the entire field of primary education for non-English-speaking children.

More detailed statements follow by Miss Tracy Abrams who has had charge of the Primary group, and by Dr. Katherine Murdoch whose specialized training has made her an invaluable aid in all our problems.

ERMINE CROSS,

Director of Henry and Dorothy Castle Memorial.

# Primary Report

TRACY B. ABRAMS, B.S., UNIVERSITY OF CINCINNATI.

The following convictions formed the foundation for the work of the year:

- I. A child's interests are personal and social.
- II. His ideas seek immediate motor outlet, or expression.
- III. He can best be trained to active thinking by meeting situations that call forth thought processes.
- IV. His introduction to adult knowledge should grow out of his own needs and should be related to his own activities.

Early in the year two groups were formed by means of psychological tests and our personal knowledge of each child. The enrollment according to nationality was:

	Part	Anglo		Mixed	French	
Haw.	Haw.	Saxon	Japanese	Chinese	Races	Canadian
2	3	1	24	2	1	1

## *Out Door Project.*

Our enlarged premises made possible a primary playground. This, equipped with large dry goods boxes which were converted into houses, formed the nucleus of an out door project for the entire year where a small community was established. Out of serving the needs of this community grew the major portion of our academic work. In experimenting with measurements for windows, the feeling for accuracy grew—and Minoru brought from home a ruler. The process was a natural one between shop and desk, when individual rulers were developed, which have remained an important factor in number work throughout the year.

The artists' aprons made of burlap were cut to measurement—the borders accurately ruled and a painted design was a mark of ownership.

The children in assembly worked out sentence stories of this activity, such as



THE OUTDOOR PROJECT.

I made a paint apron.  
I made a paint brush.  
My house is pink and blue.

In painting the houses, combinations of colors and choices of contrasts formed a good basis for our art work. Original designs were painted on the interior in place of wall paper.

### *The Store.*

A store was established to serve the needs of this community, the children at first making the money used there. Storekeepers were appointed who with the large sign marker, made the printed signs, directing customers to the store. Price marks were placed over articles for sale. The store reached its height of popularity when the gardens were planted in the individual yards which the children had fenced off. A variety of seeds were sold, real money being used at this time. Later, vases, modeled from clay, which were baked and decorated, were placed in the store for sale. Throughout this entire project sentence stories were worked out by the individual and the group, and every opportunity for number combinations utilized.

### *Reading.*

"The child's social and personal interests are based upon the relationship of himself to others." Naturally, the introduction of our printed work was based on one of the simplest social relationships, the child's greeting to his companions.

For the foreign speaking child it is a long, hard road to the actual mastery of the sentence unit. Again and again the child is given the sentence structure in plays and games until that difficult construction becomes a part of his vocabulary.

After a visit to the palace, where we saw the flags of the various nations, there came the motive for working out our first printed chart. Such sentences as

This is the Japanese flag,  
This is the Hawaiian flag,  
This is the American flag,  
It is our flag,

placed with the picture of the corresponding flag formed the chart.

There followed experiences, all of which furnished opportunities for language work. The gathering of the breadfruit

from the tree in the kindergarten yard; the harvesting of the sugar cane, which the children had planted eighteen months before; the visiting of pineapple fields; the gathering and bringing in of various fruits to the Thanksgiving festival, each provided its impulse for representation in clay-painting-cutting-dramatization-laughing and finally the printed chart.

Books were forced upon us before we were ready for them. Parents, fearing the children were not progressing because the printed word was not being used, sent readers to school. The use of the readers led to the dramatization of the Mother Goose rhymes.

### *Dramatization*

"The Queen of Hearts," given in three acts, proved especially valuable. The children planned and managed most of the play. First, the characters were chosen. The idea of committees was developed and then committees were made up of volunteers for costumes, stage management and decorations. The mothers were invited. And, as the play was to be given in pantomime, a large chart explaining each act was printed by the children and placed at the side of the stage. The wording of this chart was planned during the general conversation hour. The content of the card was "The Queen bakes the tarts. The Queen walks in the garden. The Knave steals the tarts," etc.

One committee made the Queen's tarts and served them to the guests. This process introduced liquid measure. Later "The Three Bears" was dramatized in somewhat the same manner.

Our spacious grounds furnished an excellent place for an outdoor stage.

### *Excursions*

Excursions to the zoo, to the beach, the aquarium and places of interest in the neighborhood brought each its wealth of material for expression. A great deal of originality began to assert itself; the descriptive stories were longer and more difficult; the posters, which were cut and painted, had a more original touch, and showed increased motor control and greater individual confidence.

A calendar was kept each month and the days of the week and month learned in connection with the events of the school and community. Each date was entered with large type, and



THE FLOWERING TREES (FREE-HAND PAINTING).

the day marked in some way to designate what, of especial interest, had occurred that day. The calendars were decorated with various types of poster work; and one child was responsible for marking the entire week.

### *Nature Study*

Throughout the year the moon and stars were reported. The various stages of the moon, the brilliancy and grouping of the stars, the Southern Cross in particular, which the children drew with unusual skill, each brought its own joy and wonder. The value of all this being the recognition of their awakened interest in natural phenomena. Then, also, came interest in tree and plant life; the change from lovely green foliage during the winter to exquisite blossoming trees in the spring. Not less wonderful was the season of pods; seed pods holding the potentiality of future trees, and, incidentally, making remarkable toys.

Then, there was the planting and, later, the care of the gardens and pineapple field. As the gardens matured flowers were gathered and arranged for the school room. The arrangement became a question of pride. Personality seemed to glow from the various bowls of flowers.

### *Animal Life.*

We watched the development of the silk worm and caterpillar. A parrot, belonging to one of the children, was with us for a while. The care of the school chickens was one responsibility and eggs were used in making a most appetizing rice pudding; that project furnishing good reasons for laborious mathematical calculations.

### *Music.*

We have had daily singing in our own group, and, once a week during the last term, we had special tone work and singing with Mrs. Elsa Cross, followed by skipping and scarf dancing for poise and physical freedom. Mr. Snsnowski, father of one of our Russian children in kindergarten, has been coming to play the violin for us. Listening to good music constitutes a large portion of a child's early education in music.



*Memory Verses and Stories.*

Good morning Day.

My Shadow.

Rain, Rain.

Clouds That Float Across the Sky.

The Windows Are the Houses' Eyes.

In addition to the Mother Goose rhymes and stories belonging to this period. (In another year we hope to develop stories better suited to the comprehension of our racial groups.)

A great deal of enthusiasm developed during the year in the nutrition work. Each month the children watched carefully whether they had gained or lost in weight and reported at home. Each day they reported at school regarding rest and food at home. In almost every case the child gained his expected one pound each month. Written stories came to us—such as:

I rest every day.

I drink milk.

I like milk and bread.

One outstanding characteristic which was developed in our work with the children this year was a great sense of dependability and responsibility. Toward the end there was always ready response to the group problems, the children solving them among themselves, with occasional requests for adult approval.

The coöperative spirit was another definite and strong feature.

The latter part of the year we could be sure that each day the individual child would go to work on his particular project for a period, thus giving the teacher an opportunity to join a small reading or writing group. More forcefully than ever before was it brought to us, that "the everyday work of the school shows that children can live in school as out of it, and yet grow daily in wisdom, kindness and the spirit of obedience—that learning may, even with little children, lay hold upon the substance of truth that nourishes the spirit, and yet the forms of knowledge be observed and cultivated; and that growth may be genuine and thorough, and yet a delight."



# Report of the Psychologist

KATHARINE MURDOCH, PH.D., COLUMBIA UNIVERSITY.

Recognition of the individuality of each and every child is becoming more definitely an ideal with modern educators. Each year they seek more earnestly to *know* each separate child for what he is, and in the light of this knowledge to lead him towards the full unfolding of his own personal and social gifts. All available means for a better knowledge of each child are employed: his heredity is studied, his social and economic backgrounds are considered, his physical measurements are taken and the nutrition index determined, teachers are becoming far more observant of individual characteristics and better trained in their ability to judge each child's capacities. Along with these other means of becoming better acquainted with each individual, schools are each year making much more use of mental tests. Until very recently, psychological tests were applied only to individuals who were "queer," or "troublesome," or "different." Now every child is recognized as being "different," though his difference may be in a very fortunate direction, and mental tests are being called upon on a very large scale to render their particular contribution to our knowledge of each individual.

This increased use of mental tests has of course reacted beneficially in improving the tests themselves. However, these instruments are still new, and though most persons who are familiar with them believe that they are very useful, there are few who do not realize also that there is still much improvement to be made. The inadequacies of the tests are felt particularly just at the point where they are most needed, when we are dealing with groups of children whose mother tongue is not English and whose social heritage is very different from our own.

Last fall when I undertook the task of making mental measurements of the children in the primary class of the Castle Kindergarten, I was confronted with both of these difficulties. Although these children had had the inestimable advantage of two years in kindergarten, the twelve hundred hours in this

happy environment inevitably had not been able entirely to counterbalance the one-hundred-and-sixty-three hundred hours of foreign influence exerted during these same two years, much less entirely to supplant the effect of all the hours of their previous four or five years of life. The majority of the children were Japanese. Many ordinary English words they did not understand, many more they could not use, and their diffidence, or shyness, or repression, whatever we may call it, made the discovery of just what they did understand very difficult indeed. Because of these difficulties, and because most of our psychological tests have been standardized upon English-speaking children, it was impossible to use any single test and feel that by that means alone the varying characteristics and potentialities of these quiet little mites had been probed. What we did was to try out many tests with each individual child, and we studied "tests" as well as "children."

Our purpose was two-fold: we wished of course to gain as thorough a knowledge as possible of each of the thirty children studied; we tried to learn what we could of the innate intelligence of each child, of his motor ability, of his ability to learn, to grasp and follow directions, and other inborn capacities. We made also rough measures of the language ability of each child, or rather of the language handicap under which each child was laboring. Our second purpose was in line with the service which, as Miss Cross points out, experimental schools should render to the community at large. Throughout our work, therefore, we had in mind the improvement of the technique of test giving and the discovery of the most useful short methods for adapting mental measurement to local use. Among other things, as the result of our experience, we very strongly advise the malihini psychologist to take a good "course" in Pidgin English and local customs. Without these he would have difficulty in interpreting such replies as "Stops Waikiki," as a definition of "tiger" and "Kowkow lice," (eat rice) as a response to "What do you do when you are hungry?" In this part of our study, that of finding the most useful tests for local purposes, we were greatly aided by the teachers' estimates of the ability of their various pupils. The small classes in the Castle Primary and the variety and kind of work pursued, make possible very thorough study of each individual by his teacher; therefore, in evaluating the usefulness of the various tests used, we were greatly aided in comparing the test results with the teachers' reports of the children.

In detail our procedure was as follows: all of the primary children were given the two parts of the Detroit First Grade Group Test. This was given early in the year before the teachers knew the children well so it was mainly according to the results from this test that the children were divided into two groups. The children were then examined individually, with a variety of tests; one day a week, during the winter and spring terms, being devoted to this work. The tests used with every child were: the Standard Revision of the Binet-Simon



THE KINDERGARTEN IN LATER YEARS (THANKSGIVING PARTY)  
PRESENT GROUNDS AND BUILDING.

Showing Enlarged Premises. Taken about 1909.

Test, which was given to each child first in strict accordance with the regular procedure, and later with a modified technique; Knox Cubes; Porteus' Maze; Mare and Foal; Substitution; Adaptation Board; Mannikin; Healy Picture Completion. Various other tests were used in exceptional cases. The child, of course, was not given all of this battery of tests at one time. The eagerness with which each sought his turn to come upon

successive occasions gave very practical evidence of the fact that the tests were appealing to some fundamental, native capacities of the child.

The children in the primary group having thus been fairly well studied and some progress having been made as to our knowledge of the usefulness for our purpose of the various tests employed, we turned our attention to the selection from among the kindergarten children of those who should form next year's primary group. As our time was very limited, it was decided to leave almost entirely to the kindergarten teachers the estimation of the child's language ability, and we chose from those tests mentioned above three which seemed to give the greatest promise of showing up quickly some of the innate and acquired abilities other than language, which would make success in primary work seem probable.

Aside from this definite work of psychological testing, one other form of measurement work has been attempted. The language difficulty is one recognized by all teachers in Hawaii. We determined that if possible we would get an accurate measure for each of the primary children, of what his language ability is. Using first as a basis of language ability, the one hundred English words of most frequent use (as set forth in the Thorndike Word Book), we arranged for each child a record blank on which could be checked the following facts concerning each of these hundred words: Does he understand the word? Does he use the word? How does he pronounce it? Does he recognize it in reading? Can he write it correctly? These records are filled in from time to time by the teachers, as they casually discover the facts called for. The list of words now is being extended to cover the second hundred in the Thorndike Word Book, and will be further extended as occasion warrants. We hope that by this definite recording of these important language facts, that needed help will not only come more quickly to the individual, but that certain generalizations will be arrived at which should be of great benefit in mapping out language teaching for all the children of the Islands.

While we do not feel that the short time spent in this testing and the small number of children who have been studied justify us in reaching any definite conclusions, we do feel that a beginning has been made. Such work as this increases in usefulness with the time devoted to it. If in another year additional study is made of these same children

and of these same tests and methods, more in the way of useful results can be expected, for the time expended, than was possible in the beginning. With an arithmetical increase in time, we should reasonably expect a geometrical increase in results; this both for our immediate understanding of the children of the Castle Kindergarten, and for our knowledge of how best to measure the native intelligence and the language ability of all of Hawaii's primary children.





